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ABSTRACT

This document describes the development of a model career counselor-technician curriculum at the junior college level. The initial steps taken included the organization of an advisory committee, the selection of Delgado Junior College as a sponsoring institution, the selection of a project director, and the proposal of a project budget. After establishing the need for a career counselor-technician, analyzing the availability and characteristics of potential students and faculty, selecting a curriculum model, and determining curriculum content, a prototype curriculum was developed. The prototype is designed to allow flexibility at any point in order to accommodate the needs of different locales. In order to avoid over-specializing the student and limiting his horizontal mobility, an occupational cluster or job-family approach is employed. However, the curriculum is sufficiently specialized to meet the demands of the employer as to job entry skills. Curriculum outlines and course descriptions for four specific human service programs now offered at other community colleges are presented as representative of current curriculum design in this field, along with course descriptions for the prototype career counselor-technician program. A survey of the literature is included, as well as the proceedings of a 1973 seminar on career counseling. (NHM)

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CAREER COUNSELOR-TECHNICIAN

A PROGRESS REPORT

by

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FOREWORD

In very recent years there has developed a great concern for the expansion of career education and a significant volume of discussion has focused upon the community college system. This report, the fourth in a series of publications resulting from the community college project supported by the Carnegie Corporation, presents the case for more counselors prepared to serve students in all aspects of career education and also presents a suggested curriculum for the training of such counselors in the community college.

Gratitude is expressed to Dr. Cecil Groves and Dr. Edward Kennedy of Delgado Junior College in New Orleans whose commitment to the expansion of opportunities for minority students in the community colleges provided the leadership needed for the successful completion of this study. Also, we wish to acknowledge the tremendous contribution to the study by the professional and business leaders in New Orleans who willingly served on the several committees for the study.

The Southern Regional Education Board expresses appreciation to the Carnegie Corporation whose financial assistance has sustained SREB's efforts to expand opportunity to black students through the community colleges.

Rogers J. Newman
Director
Institute for Higher
Educational Opportunity

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Committees

A - Ad hoc Planning Committee

B - Advisory Committee to Project Director

C - Ad hoc Industry Committee

D - Ad hoc Public School Counselors Committee

INTRODUCTION

The Southern Regional Education Board's interest in the development of a "Career Technician Counselor" is a direct result of a project designed to expand the role of the public community colleges in services to blacks in the South. With support from the Carnegie Corporation, SREB's Insitute for Higher Educational Opportunity began the project in 1968. In its second project report, published in 1970, the point was made that traditional counseling services do not generally meet the needs of "the new student" and of the black student in particular.

> *A new type of counselor is needed. These students must be reached by people who know how to communicate with them. They must be assisted in defining their aspirations and identifying their career choices. This help must come to them, as few of these students in need will go to an office to seek it. There has been enough experimentation to demonstrate that a new type of occupational counselor, perhaps to be known as "Career Associate," is needed. When the student requires traditional counseling, the career associate would be trained to refer the person to appropriate sources; guidance counselor, testing center, clinical psychologist, or other specialists.

Since 1970 there has been increasing interest shown in the "new student" now pursuing education beyond high school. Postsecondary educational institutions are reviewing policies and practices in response to the presence of a highly diversified student population. The significance of identifying a meaningful career choice has a distinct importance in the student's selection of an institution to attend and in providing

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*The Black Community and the Community College -- Action Programs for Expanding Opportunity. SREB, 1970, p.47.

motivation for success. Since the public community colleges enroll a substantial number of "new students", a program for training a new type of career counselor might well be located in that type of institution.

> *The program, at least at its initial stages, could well be centered in the junior college and the associate degree could be the first qualification required of the career associate. With age and experience, this person might if he desired, work toward degrees at the baccalaureate or graduate level.

Interest in this potential development has increased at the national, regional, and state levels. The Florida legislature, for example, passed legislation which recognizes the "occupational specialist" as an important resource in the counseling services provided in the public schools. In a memorandum from Florida's Department of Education to all district school superintendents on July 6, 1971, some of the tasks which might be assigned to an occupational specialist, working under the supervision of a certified counselor, were described:

a. Identification of potential or actual school dropouts

b. Intensive counseling with potential or actual school dropouts and their parents or families

c. Counseling students, teachers, and school administrators concerning available job opportunities and requirements

d. Assisting with the planning and implementation of the vocational testing program

e. Assisting in evaluation of the career guidance services provided by the school board

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*Ibid., p. 48

f. Assisting in identifying and securing job placements for persons completing or leaving direct job-related preparatory programs and seeking employment

g. Assisting in two-year follow-up studies of persons completing or leaving direct job-related preparatory training programs.

During 1972-73 SREB's Institute for Higher Educational Opportunity conducted a preliminary exploration and study of some questions related to training a counselor-technician. Even the issue of the appropriate title for this person is not settled. Other questions which immediately arise are:

What kind of curriculum will be required to train these persons? Could a curriculum be developed which has both vertical and horizontal mobility for the participants?

As a prerequisite to the outlining of a curriculum, what is the logical job description for the career technician counselor?

Will there be employment after training? Where?

What kind of training program will be acceptable to the guidance and personnel profession, to senior colleges for transfer credit, and to business and industry and the public schools and other community agencies?

Should a uniform curriculum be constructed, or should provision be made for flexibility in response to local career opportunities, manpower needs, and potential sources of employment for the trainee?

It was felt that a "grass roots" experience at this time would be helpful in providing the understandings most urgently needed, and Delgado Junior College in New Orleans was selected for this purpose. There were several reasons for the selection of this institution. First, Delgado Junior College is highly oriented toward career education. Its administration is aware of the importance of providing a new dimension to counseling. During an exploratory conference in

New Orleans, it was found that business and industrial leaders shared this attitude, that the public school system and its counseling staff were interested, that a number of senior colleges and universities would cooperate, and that the State Board of Education would be supportive. Dr. Cecil Groves, Vice President for Academic Affairs, agreed to give the work major attention, and Dr. Edward Kennedy was available as a coordinator.

The purpose of this report is to summarize what was learned in New Orleans, to relate these results to some other explorations, and to provide a project report which may be useful to institutions and to other groups who are concerned about the development of the career technician counselor concept. SREB expects to continue its interest and will use this report as resource material in one or more workshops.

PREPARATION FOR THE STUDY

The initial step taken by Dr. Groves was to assemble a group of educators representing Louisiana State University, Southern University and Xavier University, each located in New Orleans, and the Louisiana State Board of Education, the Orleans Parish School Board and Delgado Junior College. As an ad hoc committee, this group held two very lengthy meetings to examine and to discuss all the ramifications of the challenge presented in the proposal from the Southern Regional Education Board.

Very appropriately, the committee concentrated its deliberations upon the career education concept which now has become a major issue in education throughout the nation. The case of education for careers is certainly not new to the education process, for, historically, the primary training task of the university has been in careers recognized as necessary to the general welfare of society - the training of doctors, lawyers, and ministers. To be sure, this process has been very successful for the twenty percent of the public school students who are college bound but the process has ignored the eighty percent who do terminate their formal education either prior to high school graduation, after high school graduation, or after one to two years of specialized education beyond high school. How does the concept of career education as used today propose to remove this deficit from the educational process?

One educator suggested that the basic idea of career education is to review

and revitalize all of education based on motivating students through career awareness, orientation, exploration, and preparation. While other eminent educators could be quoted on the subject, it should be noted that there is no widely accepted definition of career education. The U. S. Commissioner of Education's Committee on Defining Career Education has written;

> ....Career education is the infusion into all educational curriculum and student counseling, kindergarten through fourteen, of information and hands-on-experience pertinent to real life jobs and world of work experience. The main thrust of career education is to prepare all students for successful work lives by improving the basis for occupational choice, by facilitating the acquisition of job skills, and by enhancing educational achievement in all subject areas and at all levels by making education more meaningful and relevant to students. Career education recognizes the critical decision points in life when students must be prepared and equipped to decide whether to pursue a job, further education, or some combination of both work and education.

The fact is that large numbers of American youth fail to see the relationship between current school experience and some next identifiable step beyond school. One group in our society most to be benefited by career education is the disadvantaged who represent the results of failures in our education, economic, and health social systems.

Not only is the concept of career education needed in high school but also in the lower grades and during the adult years. Commissioner Marland sums up the rationale for career education this way:

> Career education, in sum, would reflect a far broader understanding of the purpose of education in today's highly sophisticated, technical, change-oriented society - the need not only to fit a person to function efficiently, but to make him aware of why he is doing what he is doing ... and to bring relevance to our classrooms for many who, with reason, now find learning meaningless.

Since an integral and essential part of career education is the provision of counseling services at the critical decision points which span the time form childhood to adulthood, an examination of this concern is necessary. Sixty-five years ago there were no counselors. Today there are more than 70,000 of whom approximately 47,000 are school counselors. Between 1958 and 1968 the counselor-student ratio was cut in half and has declined only a little since then. During this period of growth professional standards were raised across the board with better research-based counseling tools growing in abundance. Within the last fifteen years the number of colleges and universities training counselors has doubled. Also, at federal and state levels there has come a steadily increasing call for counseling and guidance services. Thus, on the surface, counseling and guidance seem in good shape.

The National Advisory Council on Vocation Education notes in its 6th Report that, "...beneath the surface, the state of counseling, in practice, looks shaky and shabby." They go on to summarize some of their concerns about counseling and guidance which are:

---Counselors and counseling are being subjected to criticism by other educators, parents, students, and industry, and there is validity in this criticism.

---Some national authorities have recommended elimination of elementary school counselors.

*-Numerous school boards have reassigned counselors to full-time teaching duties as "economy" measures.

*-The Veterans Administration has removed the "request for counseling" question from their Application for Educational Benefits form.

*-Adult and community counseling agencies are still nonexistent in most parts of the country.

*-Employment Service and vocational rehabilitation counselors are evaluated in terms of numbers of cases closed rather than quality of service provided.

*-Counselors are much more competent in guiding persons toward college attendance than towards vocational education.

*-Job placement and follow-up services are not now being routinely provided as an important part of counseling and guidance programs.

*-There is a need for the counselor-counselee ratio to be improved in the proverty pockets of the United States.

*-In almost no setting is the counselor-counselee ratio low enough to justify strict one-to-one counseling, but counselors still persist in their attempts to use this technique, rather than group counseling approaches, as their primary method of helping people solve their problems.

*-Most counselors know very little about the world of work outside of education.

*-Counseling and guidance services are being rejected by the hard core disadvantaged as irrelevant and ineffective.

It is interesting to note that a third of the preceding listed concerns relate particularly to career education when they mention such things as lack of knowledge about the world of work or lack of competence to guide persons into vocation education. The blame for this situation is obviously wide spread, involving business, education and government groups.

Evidence of the trouble which counseling and guidance are experiencing is that within the last decade there has been a decreasing number of placement slots for counselors who possess the master's and the doctor's degrees.

Some educators observe that the job market for professional counselors seems to be drying up. Others note that at the placement operations of national professional conferences, where the number of applicants seeking employment is at an all time high, the number of placement possibilities are at an all time low.

The tremendous increase in America's social probelms added to the myriad of all its other difficulties has made it impossible for most of today's youth to develop their skills and talents without the assistance of trained, professional counselors. The assumption held by some that society is unwilling to provide the necessary funds for expanded counseling staffs does not appear to be an accurate assessment.

The problem of decreasing employment opportunities in counseling may partially reside within the profession itself. Counselors have not, as their job descriptions state, counseled. An example of the importance of counseling is revealed by a review of college catalogues which typically state that counseling is the primary function of the Counseling Center. Unfortunately, some counselors view their position as an escape from the classroom while others have mastered the rehtorical and theoretical skills but have not captured the indepth spirit found in a genuine helping relationship with another.

During the advent of President Johnson's poverty program, it was found that the poor, the black, the disadvantaged, were not being reached by the

traditional social service delivery systems. Through creative and innovative approaches such as the placement of peers in outreach counseling positions, it was found that there exists an essential element within that relationship distinctly absent from the traditional counselor-counselee relationship. Similar findings have occurred in peer group counseling experiments in two-year and four-year collegiate institutions. Impetus is given to this assertion by the recommendation of National Advisory Council on Vocation Education who urge and recommend that:

> Decision-makers in education make extensive provision for the training and employment of a wide variety of para-professional personnel to work in guidance under supervision of professionally qualified counselors.

It is strongly believed that the counseling experience can be and has been engaged in by other than professional counselors. Furthermore, career development counseling can be engaged in by para-professional counselors trained in a two-year degree program offered in a collegiate institution.

With this background of knowledge, the committee reached a general concensus to:

1) organize an advisory or project committee,
2) elect a sponsoring institution and select a project director,
3) propose a budget,
4) structure a modus operandi, and of most importance,
5) enter into a commitment to study and perform the necessary research in collaboration with the Southern Regional Education Board.

The selection of Dr. Edward Kennedy of Delgando Junior College as the project

director and the identification of ten persons to serve as an advisory committee (see appendix) assured the project the support and guidance that would be needed to achieve the purpose of the study, which was to develop, in conjunction with user and supplier agencies and institutions, a prototype curriculum for the education of career counselor-technicians. The method of investigation followed during the study was an exploratory one which included procedures of a search of literature, investigation of similar or comparable programs presently offered at collegiate institutions, interview of representatives from prospective employer agencies and institutions, and the conduct of a structured seminar on the subject Career Counselor-Technician.

The Literature. Although there is a significant volume of material related to the area of para-professionals in human service technologies, information regarding para-professionals in counseling is very limited.

More than thirty-five documents were used in securing sufficient information which served as the basis of this study. Eighteen of these documents related to the new careers concept and the use of nonprofessionals in the world of work. It is interesting to note that these new careers were usually in the field of human services. Eleven of the documents dealt with specific and general career curricula in human services.

This study was influenced significantly by the excellent publication of Joan W. Swift, Human Services Career Programs and the Community College.

The publication of Swift resulted from a series of workshops held throughout the United States which solicited the input of students, graduates, faculty, and administrators of human service programs, counselors, and persons from business, industry and public agencies.

Specifically related to para-professionals in counseling, one document used was a study proposal by a consortium of collegiate institutions comprising the states of North and South Carolina and Georgia. Two other documents on the subject were secured, one from a church affiliated two-year college in Spartanburg, South Carolina, and the other from the large multi-campus institution of Miami-Dade Junior College in Florida.

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CURRICULUM CONSIDERATIONS

(Note: This section of the report has evolved from the proceedings of the career counselor-technician seminar conducted in New Orleans, April 11, 1973. A report of the seminar including addresses by the consultants, Dr. Donald T. Rippey, president, and Dr. Don G. Creamer, dean of students, El Centro Junior College, Dallas, Texas, is available and will be mailed upon request.)

Of Central importance to the study was the development of a prototype curriculum for the sub-professional in counseling and the several considerations made in building a curriculum which would be both viable and responsible in meeting the objectives of the study. Among these considerations were the establishment of a need for a Career Counselor-Technician, an analysis of the student to be educated and the teaching faculty, selection of a curriculum model, and development of content.

Need. When consideration for the building of a curriculum was begun, there were certain fondamental questions which by the nature of the task had to be asked, and, if possible, answered. Dr. Donald T. Rippey, in a paper delivered to a seminar of "Career Counselor-Technicians," raised several questions which were important. He wrote: "The first question to be answered in the development of a quality technical-occupational program is whether or not

the program is needed." Our findings indicated that it was apparent from analysis of some previous attempts at curriculum development in similar programs that this question was not raised, and if raised, the answer given was far from being adequate to justify the labor of the study. Consequently some curricula previously developed have been subsequently filed away in the cabinets of despair.

But, how does one determine need? First, primary consideration must be given to the nature of the job market which is determined by the potential employer who may, in this case, represent business, industry, government, the public schools, colleges, etc. It will be the employer who will determine whether or not there is a possibility or probability for employment. This determination will include the number to be employed, the nature of the work to be performed, the degree of careeer mobility, as well as the short or long term nature of the job.

Dr. Donald Rippey suggested that an ad hoc advisory committee made up of educators, industrialists, businessmen, Chamber of Commerce members, representatives of labor and government agencies should be formed. It should be the function of this committee to ascertain the need for a sub-professional. Specifically, they should determine:

1) Approximately how many will be employed annually?
2) What are the present training experiences and opportunities?
3) What shall be the pay differential between the trained and the untrained?

4) What are projected employment needs for the next one to five years?

5) And, lastly, how much assistance the business and industry of the area is willing to provide the college if it initiates the program?

Since the project advisory committee (See Appendix B) was composed of educators from the public school sector, the public and private universities, and the State Department of Education, it was possible to ascertain with some degree of reliability the potential education job market. That market was found, upon cursory examination, to be substantial in all sectors of education. There was also observed by members of the project advisory committee to be a ptential job market involving business and industry.

To investigate this potential, an ad hoc committee was formed composed of representatives from the ten leading industries in the metropolitan New Orleans Area (See Appendix C) who employ approximately 66% of the local work force. This committee discussed the utilization of the proposed counseling subprofessional, the potential job market, and reviewed the observations of the project advisory committee.

In the original communique with the representatives from industry, they were apprised of three questions to be examined. The questions were:

1. What is the place of counseling in their employment practices? In the supervisor-worker relationship?

2. What kind of person or who was hired as interviewers, testers, placement officers, and personnel manager?

3. Who was responsible for training these persons?

The findings of the session were revealing in that they substantiated some hypotheses earlier posited by the project advisory committee. As it related to the preceding question, the following statements represent the general observations of business and industry as expressed by the ad hoc committee.

1. Positions in personnel are usually filled with persons already in the company, new persons to the work force, or those who have had similar experiences with other companies. Two qualities, stated without exception by those present, which the employer looks for more than anything else are intelligence and personality, particularly personality. By personality is meant the ability to meet with and give evidence of one who can adjust to sundried personality types; in other words, one who likes people.
2. In a large measure, personnel employees (interviewers, placement officers, those who administer personnel tests, personnel managers, etc.) are para-professionals.
3. Training of personnel employees consists of a wide range of experiences and procedures. All, however, were company trained. None gave evidence that workshops, or seminar methods outside of the company were utilized. However, as a

result of Federal Contract compliance and Equal Employment Opportunity guidelines, some companies had utilized both inside and outside sponsored sensitivity sessions for the understanding of minorities.

Based on these observations, there would appear to be numerous employment opportunities in business and industry for the person with certain select guidance and counseling skills, most of which might be taught in two years.

Nationally, beginning in the middle 60"s, there has been a movement to train persons at the para-professional level in human service related occupations which typically require a person-to-person relationship in the delivery. Some of the Associate Degree human service technology programs are Mental Health Generalist, Social Service Aide, Early Childhood Education, Teacher Aides, Parole Aide, Human Services Aide, Recreational Leadership Technician, to mention a few. Thus, evidence of success in a comparable cluster of occupations appears overwhelmingly in support.

While this study did not examine all possible sources of potential employment, listed below are a sample of agencies of programs carrying out functions appropriate to a graduate of the Career Counseling development technician program:

Public Welfare Agencies
Business and Industry (Personnel functions)
Voluntary Family Service Agencies
Public Housing
Public and Private Schools
Two and Four-Year Colleges
Technical and Vocational Schools
Hospitals

In no sense is this list comprehensive. Obviously, there may exist other agencies or aspects of agencies listed above carrying out activities appropriate to the skills of career counseling.

The Student. There appears no essential, formalized selection criteria for the identification of potential students and their admission to the program. Even graduation from high school, although desired, need not necessarily be an imperative for admission. On the other hand, some admissions criteria to the program seems desirable in order to "screen people into" the program as opposed to "screening them out." Certainly, one factor for consideration is maturity. Other factors are addressed by the National Advisory Council for Vocational Education who recommended that work experience outside of education be required for all school counselors who work with students and prospective students of vocational education. Along the same line, they further recommend, "Individuals with rich backgrounds of experience in business, industry, and labor, but with no teaching experience, be infused into the counseling system." While the references may be directed toward professional counselors, it has equal applicability to para-professionals.

One of the ironic findings of other human service oriented programs is that the so-called culturally or economically deprived student brings into such programs certain inherent advantages. The reason for this statement is that human service oriented programs need people who are sensitive to human needs of others -- food, clothing, friendship, insecurity, loneliness, etc. These people must be tremendously resourceful, in particular they must be familiar with community resources -- psychiatric, health, training, food,

employment, recreation, housing, drug treatment, transportation, etc.. The disadvantaged student brings with him an arsenal of relevant facts for survival that it would take years to impart through the educational proccess. Furthermore, he has the capacity to empathize with those from similar circumstance.

The Faculty. When consideration was given as to the desired characteristics of the teaching faculty, every source investigated indicated unequivocally that this person (the teacher) should be a practitioner. While the theoretical cognitives are desired and necessary, it is imperative that the faculty member be able to put his theoretical understandings to daily practice. For it is there that the theoretical combines with the practical and continued learning becomes possible for the faculty member as well.

Being designed for the counseling field, this program should out of necessity have its specialized courses taught by one who is actively engaged in counseling. If the program courses were to be only an introduction to counseling for students who would later be receiving professional training, as would be the case in the general education courses offered under the various academic departments, this would not be necessary. If, on the other hand, the program is to provide both the theoretical concepts and the way in which these are to be translated into practice, the person teaching should have the skills and experience to teach the application as well as the theory. This is particularly necessary where one encounters students already working in the field. If the course material cannot be

translated into a valid practice it will be of little value to them.

It was stressed by the project advisory committee that it was important to keep in mind that the counseling field has certain characteristics which make it different from many other career areas but comparable to human service oriented programs. Namely, the skills which this program will impart are skills which will be put to practice on other human beings. Among other things, these skills involve understanding and acceptance of others and oneself which requires a high degree of maturity and objectivity on the part of the faculty member if the skills taught are to be used effectively and constructively.

Regarding teaching competencies, the faculty member should employ an instructional methodology which reflects the latest learning concepts and techniques, such as systematized learning experiences, behaviorally stated objectives, behavior modification, group process methods, simulation, case studies, as oppoed to the giving and receiving of principles and techniques solely through the lecture method. It should be noted that counseling requires of the student that he become aware of himself as an individual. This is not likely to occur in the traditional classroom setting. Self actualization comes through the dynamics of affirming others, and others in return, affirming them. For this to occur, it can and must have its manifestations in group discussions.

The dynamics of the persons (students and teachers) should become an

intricate part of the teaching methodology. Joan Swift states:

> Through role playing, group process, and demonstrations, the students learn more about themselves and others. To have these experiences provided in such a way that they become constructive learning rather than ego-destructive experiences requires professional handling, a degree of professionalism that is part of the training of the practitioner in human service professions, but is often not within the background of the academically oriented college-teacher.

Because the students may be working with human subjects during their practicum experience, the faculty member must be present or available for assistance. Therefore, it is necessary that adequate time be alloted for the faculty member to consult, supervise, and counsel students enrolled. Thus, one of the necessary elements in the success of this program will be available time for the faculty member to counsel individually with students as well as in small groups.

Although it is urged that professional counselors who are active practitioners be sought as program faculty, this does not necessarily preclude the use of other qualified persons. In fact, the sources for recruitment may be varied. A recent study by the Center for Human Services Research at Johns Hopkins University amplified this point when they found after surveying some 150 two-year associate degree human service programs that there were 91 different professions represented by the faculty. These results are reported in Table I which follows.

Career Mobility. The concept of career mobility and its emphasis has been a major movement for the last decade. New terms such as "career ladder,"

"career lattice," and "horizontal and vertical career mobility" are referenced throughout the literature relating to curriculum development. The purpose of this emphasis is to ensure that no student is trained for a "dead-end" career and thus locked in job-wise.

Thus, in the development of any curriculum attention must be paid to career mobility, both horizontal and vertical, since it is a keystone of our society. Vertical mobility, or proceeding up the career ladder, is of primary concern to the student because it serves as an incentive carrying with each upward step increased responsibility, status, and financial reward.

Education is the key to vertical progress for the para-professional and therefore must be cautiously developed to minimize slippage on the way up the ladder. The greatest slippage for the student could occur in his transfer from a para-professional program to a professional program. To guard against this, the para-professional, or two-year program, should be given status through the awarding of an associate degree carefully articulated with several baccalaureate programs in local, state, or regional senior colleges and universities to maximize transferability of credit.

For this reason, the project advisory committee was composed of representatives from several local colleges and universities. Attempting to construct a curriculum which insures maximum transferability of credit as

well as immediate employability upon graduation presents a dilemma which deserves further comment.

The courses must to some degree to practically oriented as opposed to theoretical in nature to permit the student sufficient opportunity to learn essential skills necessary for entry level employment. Typically, in four-year programs, such courses are introduced in the junior and senior years. On the other hand, to offer only the first two-years of a standard four-year program does not adequately meet the needs of the employer who seeks someone competent in the utilizing of necessary job skills. To conclude, the well designed associate degree program in career counseling must provide the balance that the student needs between specific skill training and a sound conceptual base upon which a complete educational program can be based.

What about horizontal career mobility? This aspect of career mobility is frequently overshadowed by vertical mobility but is almost equal in importance since it has been discovered we change jobs on an average from four to seven times during our work history. Increasingly, the cause of this change results partly from increased job obsolescence and phase-out and the steady creation of new technologies and subsequent new job markets.

Those careers associated with the provision of human and educational services are presently in the greatest state of flux and growth. Since the career counseling technician may be considered part of the family of jobs

associated with the provision either of human or educational services, it may be possible to provide the student with a core curriculum common to many of the other programs. The advantage of this is that a student might decide after one semester or a year that career development is not for him; instead, he would prefer to enter the mental health field. If a core curriculum had been employed, the student could have transferred from one program to the other with a minimal loss of credit. This concept is explored further under the section dealing with program content.

Curriculum Model.

Having established the need for a program, the next step is that of developing the courses and learning experiences which will make up the curriculum. Again, the curriculum planner should turn to the advisory committee for assistance in the identification of computational and manipulative skills which will be necessary as well as content and related knowledge essential to meet entry level job requirements. Rippey notes that composition of the advisory committee might be altered at this point to assure representation of those who employ the type of person being trained, two or so who are employed in the skill or position being trained; and one or more higher in the organization - e.g., personnel director, dean.

Once necessary skill level determinations for job entry have been made, a new set of questions can be examined. They relate to such issues as the degree of specialization to be required in the field, the length of the

training program, the nature of the practicum, what degree is to be awarded, the relationship of general education hours as compared with hours in specialized courses, and so forth. It is necessary to carefully examine these issues and others in order to develop a quality program.

The question as to degree of specialization is a particularly important decision which needs early attention. In its publication The Community Services Technician, the Council on Social Work Education recommended that 50% of a two-year associate degree program be devoted to general education courses. Noting that associate degree occupational education programs are not job training programs, but educational programs, Harris proposed that 25% of the curriculum (15-20 credit hours) be in general education, 25% (15-20 credit hours) in supporting tehcnical and theory courses, and 50% (30-40 credit hours) in specialized occupational courses. Actually, the preceding recommendations are similar since the Council on Social Work combines general education and supporting theory courses together. It should be noted that the above recommendations relate to the Associate in Science or Arts Degree programs and not necessarily to Associate in Applied Science Degree programs since they may require fewer general education courses.

Recognizing that a program should not over-specialize an individual and thus limit horizontal mobility, Harris recommends a cluster or job-family approach to occupations rather than a single highly specialized occupation. As a result, the graduate is field-oriented rather than job-oriented. The career counselor-technician falls logically under the career families

assigned to public service occupations. More specifically, the career counselor-technician may be assigned confortably to either the career family of educational service or human services (See Table 2). Employing Swift's typology, the program would be assigned to the career family of human services which includes such occupations as Child Care Aide, Recreation Teacher, Geriatric Aide, Mental Health Generalist, and Community Services Aide.

The cluster or job family approach permits the use of a core curriculum at least for the freshman year. This is, most first year associate degree human service or education program students would have a common core of general education courses as well as supporting theory and technical courses which comprise approximately 50% of the curriculum.

The specialized occupational courses would be the vehicle permitting the student actual job competence at an entry level. In coordination with lay advisory committee, these courses would be planned with job requirements in mind, having a rather heavy emphasis on skills required to be performed on the job. Some colleges, rather than design new specialized courses, simply create new curricula out of general purpose courses already in the catalog. Swift characterizes this as a "general education" model in comparison to the "career-oriented" model which utilizes specially designed courses in which theory and practice are integrated.

Degree of specialization in the curriculum also relates directly to transferability of credit which is an issue due considerable attention. General education courses and basic theory courses which comprise about half the course work are transferable in most instances to a senior college or university. This is because they usually comprise the standard collegiate curriculum found offered during the freshman and sophomore years.

But what about the specialized course work? Can or will it be transferred? With the "general education" model, transferability of course work would be significantly enhanced since the courses already exist and probably have gained recognitition academically and, therefore, are readily transferable. Besides, this is the easiest way to start a new program since no new faculty may be required or course approval sought. This pattern is usually followed by the senior colleges and universities as they seek to diversify their curricula with the addition of two-year associate degree programs.

The "career-oriented" model, on the other hand, is more difficult to develop, usually more costly, and necessitates the development of new specialized courses. But, it more specifically meets the demands of the employer as to specific job entry skills as may be required. This is particularly so since the potential employer has a hand in the development of the content areas comprising the specialized course work. So, immediate employability is almost guaranteeed since the program is hand tailored to employer needs.

Obviously, we have described curriculum models at opposite ends of a curriculum typology continuum. Probably few curricula are purely the "general education" model as described in the "carrer education" model; rather, most may be placed somewhere between the two. As stated earlier in this document, what is sought is a balanced curriculum which ensures maximum employability and maximum transferability. Local circumstance should dictate the particular configuration of each curriculum.

Program Content. Before consideration of specific content, we should be reminded that the curriculum is the total experience of the student at the college. It is comprehensive in that it includes study, work, play, peer relations, life styles, etc.. Unless a college recognizes and fully understands this, it will be only particularly successful in its educational endeavors.

Two dimensions of the Career Counselor-Technician program which Creamer feels should receive priority are: (1) an on-going process, and (2) an involvement in the career itself. He writes about group process:

> Everyone entering the career counseling technician curriculum ought to belong to a relatively small encounter-type group led by a skilled co-facilitator (and at time co-facilitated by advanced students in the program). This group, probably ever changing, fluid, and growing, should allow students to examine themselves and their goals, to receive feedback from others as a continuous process and to provide input into the program design itself to ensure relevancy and potency. These groups ensure an opportunity for students to be honest with themselves and others, to see themselves as others see them, to practice what they are learning in a laboratory type setting, to gauge their readiness for real-world encounters, and sometimes to feel a closeness to others which is afforded in no other setting. Groups grow just like people do; they can remain a viable learning experience throughout the training period.

Inclusion in the curriculum of a field experience or practicum should be an essential dimension of the curriculum. While there are many marvelous teaching innovations employed today in the classroom such as role playing

and simulation games, it is imperative that the student have real-world experiences in which to try out what he has learned. Until this is done, he cannot be considered ready for employment.

One of the advantages inherent in the career counselor-technician program is that the practicum can be administered from a college-sponsored setting. That is, college facilities such as the counseling center can be utilized directly for the practicum of the student under the guidance of a practicing professional counselor. While cost and feasibility in terms of facilities and professional resources are usually a drawback in setting up college-administered programs, this would appear in the case of the Career Counselor-Technician to not be a factor. Instead, this program might add significantly to the present services being rendered to college student. An example of how this concept has worked with peer group counselors follows.

In the last few years some very successful training programs for developing students as peer counselors have been developed in community colleges. Los Angeles City College has an excellent program as does the Vermont Regional Community College Commission and Project CAN (Career Advancement Now) conducted at El Centro College in Dallas, Texas. The reason for this development was apparently to expand existing counseling and guidance services available to students particularly for minority/disadvantaged students. From verbal and written accounts of these programs, they have been immensely successful which leads to two conclusions. One, the Career Counselor-Technician can provide a necessary service to the college during the pricaticum experience; and two, the concept of para-professionals in counseling appears supported.

Beside College-sponsored settings for the practicum there is also the public

and private schools, elementary and secondary, as well as public agencies and business and industry. Since the practicum is an integral part of the curriculum it should be carefully supervised with general and specific learning objectives spelled out. What should be guarded against is that the student not becomes just another addition to the general work force and assigned at random to whatever task the agency or institution might wish accomplished.

Diversification, according to Creamer, should be automatically built into the program. He wrote:

> Diversification - For example, if a student anticipates working in a social work agency he may need more time to study city and county governments than the person preparing to work in a hospital setting. Some may need work in American minorities, others more work in mental health problems. Probably all technicians need studies in marriage and family problems and some greater need for employment market trends.
>
> All will need skills in interviewing and appraisal techniques, but some may need typing and record keeping competencies. Establishing rappart with verbal techniques will be required of all, but some may need to do it in Spanish or French.

Some of this can be accomplished in the general education and basic theory courses, but the practicum or field experience provides an excellent opportunity for diversified experiences.

While the assignment of this study was to develop a curriculum for Career Counselor-Technician, Harold Grant questioned the inclusion of the word "counselor" in the program title. He noted that the words "career" and "technician" caused no problem, but to refer to the two-year graduate as a counselor did. Can an individual with less than a Master's Degree in Counseling be referred to in the technical sense as a counselor? If so, what kind of super person would be required to perform those functions after only two years (freshman and sophomore) of education. Then, too, is

it desired that these "career - technicians" be trained in the same manner as the traditional counselor. Isn't one of the reasons for proposing this new career the result of the inadequacies of the present counseling services as they relate to career development and selection? Besides the preceding, there are more counselors now than there is demand. So, why would you train more counselors, as defined by the profession, with less skill, when the market is already flooded?

It was Grant's suggestion that the program be defined as specifically as possible in order to acknowledge more precisely the nature of the curriculum. He proposed the curriculum be called Career Development Technician. Since we may assume there are different patterns of development among people, there is needed people (Career Development Technicians) who have an appreciation, if not at the theoretical level, then at the practical level through observation about how people develop career-wise and make allowances for the variations. Thus, the career development technician as conceptualized would be one who practices the necessary techniques but doesn't necessarily explain them or become an expert in any of them.

In examining the career decision process, Grant posited a sample theory (taken largely from the writings of Jung) of career development. The rationale underlying specific course development can largely be extracted from his comments. It was noted that Carl Jung hypothesized four kinds of behavior and classified them as follows, (1) intuitive and creative behavior, (2) sensing or concrete behavior, (3) feeling or emotive behavior, and (4) thinking or cognitive behavior.

It was postulated that certain of these behaviors assume priority at differing periods (0-6 years, 6-12 years, 12-20 years, 20-35 years and 35 and over) during our life's span. This may explain in part, the fact that

people's interests change during their life. So, is it not reasonable to assume that there would be different patterns for career development among people?

For the career development technician, he or she sould possess the techniques necessary to determine, (1) at what stage individuals are in their development, (2) assess where they are going, (3) understand their cultural context and the related influences, (4) assist the individual in the selection of appropriate models, and (5) utilize and organize peer group influences (for further elaboration on these techniques a copy of Grant's paper may be requested).

Grant adds a new dimension to the curriculum and sharpens the focus considerably in proposing a title change [illegible]reer Counselor-Technician to Career Development Technician. This [illegible]cessarily preclude use of the original title Career Counselor-Technician where such a program is accepted within the locale. It also does not mean that the Career Development Technician can only practice those techniques appropriate to Career Development. But the proposed title change does lend a sense of direction, plus, Grant provided an underlying rationale supportive of the suggested content to be included.

CURRENT RELATED CURRICULA

From analysis of the preceding comments and questions as related to curriculum models and program content, it becomes obvious that no one curriculum is going to adequately meet the test. Furthermore, it is impractical to assume that one curriculum could possibly meet the varied needs and conditions of each college when you consider such intervening variables as financial condition, student enrollment, variety of curricula, to mention but a few.

In the conduct of this study, a survey was made as well as visits to some institutions which were in the process of developing, or already offering, programs similar to the proposed Career Counselor-Technician. As previously mentioned in the study, there are many different associate degree programs offered in nearly every state which are human service oriented. Briefly, a word of description concerning four specific human service oriented programs now offered at four different community colleges reasonably reflects what is likely current in other two-year institutions that have initiated this type of curriculum.

Delgado Junior College in New Orleans is awaiting final approval by the state council for higher education of its proposed curriculum for Human Services Technology. This program provides 69 credit hours and requires a supervised internship and seminar during one session; also it is "career-oriented" in its design.

El Centro College in Dallas, Texas, employs the concept of a common core curriculum that permits horizontal flexibility in career choices. This program also includes a special designed course for teaching basic counseling techniques entitled "Counseling for the Para-professional."

The North Campus of Miami-Dade Community College is more "general education" oriented but provides opportunity for the student to specialize through externship assignment. This curriculum requires 76 credit hours.

Spartanburg Junior College in South Carolina has a two-year degree program entitled "Guidance Personnel Associate" developed by a consortium of community colleges in Florida, Virginia, North Carolina and South Carolina. The program has not yet been approved by the state department of education. A likely reason for the delay in implementation is the absence of available employment for the students who might graduate from the program.

The following outlines of these curricula may by this time have been modified, since they represent the initial concepts developed a year or so ago.

HUMAN SERVICES CURRICULUM
Delgado Junior College
New Orleans, La.

FIRST SEMESTER

Course Name	Credit
Introduction to Human Services	3
Human Relations Laborator I	1
Allied Health I	3
English 141 or EN 101	3
Sociology I	3
Elective**	3
	16

SECOND SEMESTER

Course Name	Credit
Human Service Technology I	4
Psychology I	3
Sociology II	3
English 142 or EN 102	3
Specialized elective*	3
	16

SUMMER SESSION

Supervised Internship and Seminar — 5 credits

THIRD SEMESTER

Course Name	Credit
Human Services Technology II	4
Human Relations Laboratory II	1
Psychology II	3
Minority Studies	3
Specialized Elective*	3
Elective**	3
	17

FOURTH SEMESTER

Course Name	Credit
Human Services Technology III	3
Urban Sociology	3
Practicum and Seminar	3
Specialized elective*	3
Elective**	3
	15

*Specialized electives in:
- Administration in Service Organizations (3 credit hours)
- Individual, Child and Family Services (3 credit hours)
- Delinquency Prevention (3 credit hours)
- Rehabilitation Technology (3 credit hours)
- Medical/Psychiatric Services (3 credit hours)

The student will choose 3 courses.

**Electives:
Mathematics, natural science, humanities, or business courses are recommended for these 9 hours of free electives.

Course Descriptions

All courses in the Human Service Technology series are constructed so that the person being trained is to be a "generalist" and thus cover the human service discipline. Commonalities and differences are to be stressed throughout the program.

*Introduction to Human Service-3 credit hours--This introductory course will cover the human service field, starting with the history of the human service movement and indicating briefly the roles each of the current disciplines have played in its development. From this historical background the student will be led to discussing the extent of current human service problems, the need for various types of human service personnel and the possible methods of meeting this need. This in turn will lead to content on the meaning of human service, the goals of human service agencies, and the values and ethics the student will be expected to follow. Time for students to work on attitudinal reactions to this content will be provided.

The last portion of the course will be used to present materials on the various settings which human service efforts are carried out, including public and private components of the existing service delivery system. This section on service delivery will include information on related service areas, particularly social service and health organizations, what services they provide, gaps and overlaps in these services (with emphasis on using the New Orleans area as an example), methods of referral and what kinds of clients are accepted.

*Human Service Technology I-4 credit hours--This course is essentially a course in methods and techniques by which the student will learn to carry out the jobs to be assigned him in his umcoming internship. This course will provide knowledge and techniques for using this knowledge.

It will begin with discussion on the helping process, reactions of persons to stress and receiving help, and provide the student with skills and techniques in one-to-one and one-to-group contacts. Content will include methods of providing, obtaining, and recording information in person and by phone. Some beginning knowledge of how to overcome resistance in this process will be included.

The student will learn how to locate clients in the community, how to help them talk freely, and how to engage in other outreach activities. Included here will be the assessment and classification of what a person's problem appears to be and when specialists of particular disciplines should be called in, and how to provide a feeling of creditability and confidence by one's actions. Basic methods that students can use in helping the clients improve their social functioning or manage their home affairs as well as learning how to be an empathetic listener will be provided. This portion will conclude with instruction on how to mobolize individuals and groups toward self-help. Interviewing and recording skills will be stressed.

The remainder of this course will provide knowledge content that students

will need to carry out specific tasks. This will include general background in methods of assessing individual or group activities to provide valid and reliable date, some background on therapeutic methods of intervention and their administration, and similar background to prepare the student to work in various settings during the upcoming summer internship. Included here will be some general details of behavior that can be expected of persons with various problems, and how to cope with these behaviors.

Throughout this course, work in community projects will be required to aquatint the students with some of the functions of human service agencies in their community settings. Field trips will be part of this course and much of the course discussion will center around these trips and the student projects.

With these two courses, Introduction to Human Service and Human Service Technology I, the student will be prepared for the full-time internship during the summer session.

*Human Service Technology II-4 credit hours--This course is intended to be an integrative seminar following the intern experience. It will focus on the community aspects of human service, the problems of providing service and aim at preparing the student to take his place as a worker in the community. Specific roles of the human service "generalist" will be discussed here, a discussion to which students are expected to be able to contribute because of their summer internship.

In more detail than Introduction to Human Service this course will cover what is involved in a comprehensive community service delivery program. Urban and rural service problems will be discussed in more depth and more time will be spent in helping the student learn how to help organize a community to meet its needs. The remainder of the semester will be on this topic.

A part of this course as in Human Service Technology I, the student will be expected to participate in a variety of community activities. The activities will be selected to stress the leadership and organizational abilities the students are developing in the training program. Freedom of selection here will help the student determine or strengthen his choice of a career area.

*Human Service Technology III-3 credit hours--This will be a course taught in a more seminar type atmosphere than its predecessors. It will attempt to integrate not only the preceding human service technology courses and internship experience, but to tie these in with the remainder of the curriculum and the concurrent practicum.

Further emphasis will be given to the student's self-awareness and the ability to control his reactions to others when carrying out his service functions. Special attention will be given to the responsibility the worker carries when engaging in the one-to-one relationship with his client. Full discussion of the role of the client advocate will be initiated, and

the tactics of the change agent in any number of settings will be discussed.

As a summation of this course, discussions of the future of human services will be held. This will include possible alternatives, public and private, for the financing of services, suggested future policies about human services and how students may influence these after graduation. This latter topic will cover how policies are formulated and changed.

During this semester, there will be a concurrent practicum of six hours per week in an agency. This will complement the classroom experience and the two courses will interrelate. By this final semester of work, the student should have made a career selection which relates to the realistic job needs in the community. It is hoped that this final field experience will lead to employment for many students. However, the final weeks of the course will be devoted to assisting students with methods of finding employment or seeking other career or educational goals.

*Human Relations Laboratory I-1 credit hour--The laboratory is designed to help students learn more about themselves--their values, attitudes, motivations; their styles, personalities, feelings, and hang-ups. Group participation, T-group, sensivity training and role playing will help the student experience and confront himself.

*Human Laboratory II-1 credit hour--This laboratory is designed to build on the first laboratory, field work and training experiences.

*Practicum and Seminar-4 credit hours. In the fourth semester, this last experience course offers the student a chance to work in an agency of his choice. The student will have this final opportunity to actually practice his knowledge and skills as Human Service Technician under college supervision.

Specialized Electives

The following courses will be offered to give the student an opportunity to study different aspects of social service in depth. These electives are designed to round out the training experiences of the students. Most students will take one "specialized" elective as a supplement to his field experience and two more will be chosen as desirable content areas serving to increase the students knowledge and scope of understanding of human service related occupations. Students will be required to take these "specialized" electives during their course of study. These electives will be taught at night by professionals employed in the respective service areas.

*Administration in Service Organizations-3 credit hours--Fundamentals of administration and problems relating to public and private organizational decisions. Policy issues of selected local agencies are the center of the discussions and the role of the paraprofessional in organizational decision making is discussed.

*Individual, Child and Family Services-3 credit hours--Individual problems, children's services and family services. Methods of intervention, gaps and overlaps in the existing services are considered with emphasis placed on the role of the paraprofessional as an assistant; advocate and broker. The student will choose the child, individual or family for specific theoretical consideration.

*Delinquency Prevention-3 credit hours--Recreation, storefront, police and the public school systems will be discussed as modes of delinquency prevention. Statutes concerning juveniles and juvenile court proceedings as well as services and institutions for juvenile offenders will be discussed. Emphasis will be placed on the role of the paraprofessional in juvenile work.

*Rehabilitation Technology-3 credit hours--Educational techniques in the major areas of rehabilitation including business training, home economics and industrial arts. The roles of the state Division of Vocational Rehabilitation, rehabilitation counselors and the paraprofessional are given consideration. The student will be expected to develop rehabilitative training plans and understand concepts of evaluation and diagnosis in rehabilitation.

*Medical/Psychiatric Services-3 credit hours--The concept of comprehensive community mental health programs including theories of origins of mental

illness will be considered from a historical perspective. Behavior modification, reality therapy and psychoth erapy will be considered as methods of intervention.

Existing Courses

SS 251 Sociology I 3 hours

SS 252 Sociology II 3 hours

A survey of the discipline, its scope and methodology as applied to cultural analysis and the social structure. An introduction to statistical and emperical techniques is included.

SS 221 Psychology I 3 hours

General principles and theories, methodology, human growth and development as to the bio-social factors, human motivation, the emotional and adjustment process, learning thinking, and intelligence.

SS 222 Psychology II 3 hours

A study of the development of the individual, how he perceives his world, adolescenses, conduct disorders, group relationships, attitudes, interpersonal reationships, and men at work, including his new environments of space and sea. Prerequisite: SS 221

SS 254 Urban Sociology 3 hours.

Sociological approach to study of urban society. Historic, modern, and cooperative perspectives with major emphasis on demography, ecology, social and cultural, organization, social relationships, social change, and planning. Prerequisite: SS 251

EN 141 English 3 hours

A first semester freshman course with emphasis placed on vocabulary, spelling, grammar and composition.

EN 142 English 3 hours

A second semester continuation of EN 141 with additional emphasis on report writing and business communication. Prerequisite: EN 101 or EN 141 or equivalent.

EN 101 English 3 hours

This first semester freshman course offers a review of grammar with emphasis on usage structure, research procedures, and composition of paragraphs, themes and papers.

EN 102 English 3 hours

The student is introduced to literature in this second semester freshman course. Standard critical approaches are explained and examples of the various genres are examined. Critical appraisal is learned through research and the writing of papers. Prerequisite: EN 101

AH 101 Fundamentals of Personal and Community Health 3 hours

An introductory course in which the meaning and scope of health is considered with regard to personal, family, and community health. It offers a fundamental approach to optimum health and fitness; definition scope, attainment, maintenance, cause and preventions of disease.

SS 141 Minority Studies 3 hours

A course which explores the minority experience. Historical and ethnic characteristics of several minority groups are studied as well as some related problems of minority groups.

HUMAN SERVICE TECHNOLOGY
Social Work Associate and Mental Health Associate

EL CENTRO COLLEGE
Dallas, Texas

Tentative Curriculum Pattern

Semester I

Eng 101 - Composition and Expository Reading or Com 131 - Applied Composition and Speech	3 hours
*Psy 105 - Introduction to Psychology or HD 105 - Basic Processes of Interpersonal Relationships	3 hours
Hst 101 - History of the United States or SS 131 - American Civilization or Soc 101 - Introduction to Sociology	3 hours
HS 131 - Orientation to Human Services	3 hours
Elective	3 hours
	15 hours

Semester II

Eng 102 - Composition and Literature or Com 132 - Applied Composition and Speech	3 hours
*Psy 105 - Introduction to Psychology or HD 105 - Basic Processes of Interpersonal Relationships	3 hours
Soc 101 - Introduction to Sociology or Soc 102 - Social Problems	3 hours
HS 134 - Human Services Seminar	3 hours
Elective	3 hours
	15 hours

*Students planning the Mental Health Option must take Psy 105 during the first year.

Suggested electives for 1st year - HD 106, SS 132, Bus. 173 (Beginning Typing), Bio 116, Hum 101, Spec 105, Conversational Spanish, PEH 110, PEH 257, PEH 101, DM 090, DM 091, DR 101.

Second Year

Social Worker Associate Option

Semester III

Soc 204 - American Minorities	3 hours
Soc 206 - Introduction to Social Work	3 hours
HD 107 - Developing Leadership Behavior	3 hours
HS 240 - Work Experience in Human Services	2 hours
HS 241 - Work Experience in Seminar	2 hours
Elective	3 hours
	16 hours

Semester IV

Soc 203 - Marriage and the Family	3 hours
Gvt 231 - Municipal and County Government	3 hours
HS 231 - Procedures in Social Work	3 hours
HS 242 - Experiences in Human Services	2 hours
HS 243 - Work Experience Seminar	2 hours
Elective	3 hours
	16 hours

Suggested electives for 2nd year Social Worker Option - PEH 101 (Fundamentals of Health), CD 136 (Child Growth and Behavior), Psy 206 (Psychology of Adjustment), Psy 207 (Social Psychology), HS 233 (Counseling for Paraprofessionals), Ant 101, Bio 290, Soc 231 (Urban Sociology), Soc 205 (Statistics), First Aid, Rec 132, Rec 231, Rec 235, Conversational Spanish.

Mental Health Associate Option

Semester III

Soc 204 - American Minorities	3 hours
HD 107 - Developing Leadership Behavior	3 hours
HS 235 - Introduction to Mental Health	3 hours
HS 240 - Work Experience in Human Services	2 hours
HS 241 - Work Experience Seminar	2 hours
Elective	3 hours
	16 hours

Semester IV

Soc 203 - Marriage and the Family	3 hours
Psy 205 - Psychology of Personality	3 hours
HS 233 - Counseling for the Paraprofessional	3 hours
HS 242 - Work Experience in Human Services	2 hours
HS 243 - Work Experience Seminar	2 hours
Elective	3 hours
	16 hours

Suggested electives for 2nd year Mental Health Option - PEH 101, Psy 203, Psy 207, Soc 205, Spc 105, CD 136, Gvt 231, Ant 101, First Aid, Rec 132, Rec 231, Rec 235, Conversational Spanish.

Course Descriptions

HS 131 - Orientation to Human Services 3 hours

A brief survey of historical development of social services in our society. Emphasis is on current needs, practices and projected changes. Will involve contact with community agencies and give the student the opportunity to test his interest in people-to-people occupations.

HS 134 - Human Services Seminar 3 hours

A continuation of HS 131 - Orientation to Human Services with an emphasis on class discussion, sharing of experiences. A problem-solving approach to individual, family, and community problems.

HS 240-242 - Work Experience in Human Services (Field Work) 2 hours

Prerequisites: Permission of coordinator of Human Services program, and concurrent enrollment in HS 241 or 243.

Practical occupational experience in a social agency. Ten hours per week on-job experience is required during second year of the program. HS 290 will be offered first semester; HS 292 will be offered second semester.

HS 241-243 - Work Experience Seminar 2 hours

Prerequisites: Concurrent enrollment in HS 290 or 292.

Problem analysis and discussion of on-job experiences in a seminar with other students working in Human Services program, meeting two hours per week with program coordinator on campus. HS 291 will be offered first semester; HS 293 will be offered second semester.

HS 231 - Procedures in Social Work 3 hours

Prerequisites: Soc 101, Soc 206, concurrent enrollment in HS Field Work.

The processes of social treatment used by social workers with individuals, groups, or communities. Concepts, principles, and ethics utilized by social service workers and questions of motivation, acceptance and attitude. Techniques of listening, observing, and recording which aid the student in integrating his classroom and work experiences.

HS 233 - Counselling for the Paraprofessional 3 hours

Prerequisites: Permission of the coordinator, or concurrent enrollment in HS Field Work.

Introduction to the principles and practices of interviewing and counseling. Exploration of the effectiveness of these techniques as applied to paraprofessional experiences of counselor and group counselor aides, mental health or social worker associates, and other "new careers" in people-to-people services.

HS 235 - Introduction to Mental Health 3 hours

Prerequisites: Psy 105 or consent of coordinator.

Concurrent enrollment in Field Work.

Orientation to mental health, history, terminology, current concepts, ethical considerations. Analysis of behavior and environment factors promoting mental health. Development of skills for identifying symptoms of maladjustment. Consideration of methods providing for emotional outlets and emotional control.

MEMTAL HEALTH TECHNOLOGY
MIAMI-DADE COMMUNITY COLLEGE-NORTH
MIAMI, FLORIDA
Division of Allied Health Studies

MENTAL HEALTH TECHNOLOGY

This two-year program is planned to help meet the ever-increasing need for trained personnel in mental health and related fields. Graduates will be qualified to function under supervision in social agencies, mental health programs, agencies for child care or senior citizens and many other agencies offering health care services. Externship or clinical practice is conducted in local health care facilities under the supervision of qualified professional personnel. (Associate in Science degree awarded).

FRESHMAN YEAR

Fall Term			Winter Term		
Course Number	Course Name	Cr. Hrs.	Course Number	Course Name	Cr. Hrs.
ORI 101	Orientation	1	MEH 162	Materials and Activies	3
MEH 160	Introduction to Mental Disabilities	3	MEH 180	Orientation in Community Mental Health	3
MEH 161	Survey of Community Resources	3	PSY 241	Human Growth and Development	3
SOP 210	Human Relations	3	PRN 120	Body Structures & Function	3
APC 160	Expository Writing	3	SSS 101	Social Science	3
HEN 210	First Aid	2			
		15			15

SPRING TERM

MEH 170	Recreation for Special Groups	3 cr.
PSY 212	Dynamics of Behavior	3 cr.
		6

SOPHOMORE YEAR

Fall Term			Winter Term		
Course Number	Course Name	Cr. Hrs.	Course Number	Course Name	Cr. Hrs.
MEH 288	Seminar I	2	MEH 289	Seminar II	2
MEH 298	Externship I	9	MEH 299	Externship II	9
PSY 211	Introduction to Psychology	3	SOC 220	Marriage and the Family	3
SSS 102	Social Science	3	APC 161	Technical Report Writing	3
SOC 201	Introduction to Sociology	3	-------	Elective	3
		20			20

MENTAL HEALTH TECHNOLOGY

Information Sheet

1. Is a high school diploma or equivalency certificate a pre-requisite for this course of instruction?

   Ans.: Yes , with certain exceptions. (See current Miami-Dade Junior College Catalog; Section under "Entrance Requirements and Procedures").

2. What subjects should I concentrate on (if still going to high school) to better prepare myself for this program?

   Ans.: General courses for college preparation

3. What is the length of this program?

   Ans.: 2 years

4. Will I be participating in a hospital or other health agency externship program?

   Ans.: Yes

5. Will transportation to and from a hospital or other health agency be my own responsibility?

   Ans.: Yes

6. Will a uniform be necessary?

   Ans.: No

7. Can this curriculum be used to further my education towards a bachelor's Degree in this field?

   Ans.: Not in this particular field itself. However, the General Education credits can be used toward a degree in Education, Psychology, or a related field.

8. Will any physical disabilities keep me from participating in this program?

   Ans.: Not necessarily

9. Can you give me a brief description of my duties and responsibilities in this career?

   Ans.: The graduate is prepared to work with the emotionally disturbed and/or mentally retarded in recreational activities, cottage life, classroom situations, behavior modification programs, and a variety of educational and therapeutic activities. The technician assists the professional in delivering appropriate services.

Information Sheet

10. Is there an aptitude test I must take before I can be considered eligible for this program?

    Ans.: None, except the Florida 12th Grade Test or the Guidance Test Battery which is given by the College and used to determine acceptance in courses requiring selective admission.

GUIDANCE PERSONNEL ASSOCIATE
SPARTANBURG JUNIOR COLLEGE
SPARTANBURG, S.C.
SUGGESTED CURRICULUM BY QUARTERS

Course Title		Hours Per Week		Quarter Hours
FIRST QUARTER		Class	Lab.	Credit
T-ENG 101	Grammar	3	0	3
T-BUS 102	Typewriting	2	3	3
T-GPA 101	Introduction to Guidance and Personnel Services	3	2	4
T-PSY 101	General Psychology I	3	0	4
T-HEA 105	Family, School and Community Health	3	0	3
		15	5	16
SECOND QUARTER				
T-ENG 102	Composition	3	0	3
T-BUS 103	Typewriting	2	3	3
T-GPA 102	Statistics	5	0	5
T-PSY 102	General Psychology II	3	0	3
T-GPA 103	Occupational and Educational Information	3	2	4
		16	5	18
THIRD QUARTER				
T-ENG 103	Report Writing	3	0	3
T-BUS 104	Typewriting	2	3	3
T-PSY 206	Applied Psychology	3	0	3
T-GPA 104	Administration and Interpretation of Tests	3	2	4
T-GPA 105	Techniques and Skills of Counseling	3	2	4
		14	7	17
FOURTH QUARTER				
T-ENG 204	Oral Communication	3	0	3
T-GPA 206	Role of the Para-Professional in Education	5	0	5
T-GPA 207	Practicum - Education	0	18	2
T-SOC 201	Introduction to Sociology	3	0	3
T-EDM 108	Introduction to Audiovisual Media	3	0	3
		14	18	16

		Hours Per Week		Quarter Hours
FIFTH QUARTER		Class	Lab.	Credit
T-GPA 208	Role of the Para-Professional in Industry	5	0	5
T-GPA 209	Practicum - Industry	0	18	2
T-ECO 108	Consumer Economics	3	0	3
T-GPA 210	Community Resources	3	0	3
T-REC 111	Introduction to Recreational Services	5	0	5
		16	18	18
SIXTH QUARTER				
T-GPA 211	Role of the Para-Professional in Human Services	5	0	5
T-GPA 212	Practicum - Human Service Agencies	0	18	2
T-GPA 213	Educating the Minority Student	3	0	3
T-GPA 214	Community Relations	3	0	3
	Elective	3	0	3
		14	18	16
	Total Quarter Hours in Courses			98
	Electives			3
	Total			101

GUIDANCE PERSONNEL ASSOCIATE

COURSE DESCRIPTIONS BY QUARTERS

	Hours Per Week		Quarter Hours
FIRST QUARTER	Class	Lab.	Credit
T-ENG 101 Grammar	3	0	3

Designed to aid the student in the improvement of self-expression in grammar. The approach is functional with emphasis on grammar, diction, sentence structure, punctuation, and spelling. Intended to stimultate students in applying the basic principles of English grammar in their day-to-day situations in industry and social life.
Prerequisite: None.

T-BUS 102 Typewriting	2	3	3

Introduction to the touch typewriting system with emphasis on correct techniques, mastery of the keyboard, simple business correspondence, tabulation, and manuscripts.
Prerequisite: None.

T-GPA 101 Introduction to Guidance and Personnel Services	3	2	4
T-PSY 101 General Psychology I	3	0	3

An introductory survey of psychology. Topics include pre- and postnatal development, the structure and functions of the nervous systems and glands, sensory organs and processes, intelligence, aptitudes and abilities, perception, motivation, learning, emotion, personality, and adjustment.

T-HEA 105 Family, School and Community Health	3	0	3

A general course of study that includes family planning, sex education, child care, diet and nutrituion, personal hygiene, common diseases and health service agencies.

SECOND QUARTER

T-ENG 102 Composition	3	0	3

Designed to aid the student in the improvement of self-expression in business and technical composition. Emphasis is on the sentence, paragraph and whole composition.
Prerequisite: T-ENG 101.

	Hours Per Week		Quarter Hours
	Class	Lab.	Credit
T-BUS 103 Typewriting	2	3	3

Instruction emphasizes the development of speed and accuracy with further mastery of correct typewriting techniques. These skills and techniques are applied in tabulation, manuscript, correspondence, and business forms.
Prerequisite: T-BUS 102 or the equivalent. Speed requirement, 30 words per minute for five minutes.

T-GPA 102 Statistics	5	0	5

A study of the basic principles and methods of descriptive and inferential statistics. Included is the course of study are variability, uncertainty and common applications of statistical methods.

T-PSY 102 General Psychology II	3	0	3

An introductory survey of psychology. Topics include pre- and postnatal development, the structure and functions of the nervous systems and glands, sensory organs and processes, intelligence, aptitudes and abilities, perception, motivation, learning, emotion, personality, and adjustment.

T-GPA 103 Occupational and Educational Information	3	2	4

THIRD QUARTER

T-ENG 103 Report Writing	3	0	3

The fundamentals of English are utilized as a background for the organization and techniques of modern report writing. Exercises in developing typical reports, using writing techniques and graphic devices are completed by the students. Practical application in the preparation of a full-length report is required of each student at the end of the term. This report must have to do with something in his chosen curriculum.
Prerequisite: T-ENG 102.

T-BUS 104 Typewriting	2	3	3

Emphasis on production typing problems and speed building. Attention to the development of the student's ability to function as an expert typist, producing mailable copies. The production units are tabulation, manuscript, correspondence, and business forms.

Prequisite: T-BUS 103 or the equivalent. Speed requirement, 40 words per minute for five minuted.

	Hours Per Week		Quarter Hours
	Class	Lab.	Credit
T-PSY 206 Applied Psychology	3	0	3

A study of the principles of psychology that will be of assistance in the understanding of inter-personal relations on the job. Motivation, feelings, and emotions are considered with particular reference to on-the-job problems. Other topics investigated are: employee selection, supervision, job satisfaction, and industrial conflicts. Attention is also given to personal and group dynamics so that the student may learn to apply the principles of mental hygiene to his adjustment problems as a worker and a member of the general community.
Prerequisite: None.

T-GPA 104 Administration and Interpretation of Tests	3	2	4
T-GPA 105 Techniques and Skills of Counseling	3	2	4

FOURTH QUARTER

T-ENG 204 Oral Communication	3	0	3

A study of basic concepts and principles of oral communications to enable the student to communicate with others. Emphasis is placed on the speaker's attitude, improving diction, voice, and the application of particular techniques of theory to correct speaking habits and to produce effective oral presentation. Particular attention given to conducting meetings, conferences, and interviews.
Prerequisite: T-ENG 101.

T-GPA 206 Role of the Para-Professional in Education	5	0	5
T-GPA 207 Practicum - Education	0	18	2
T-SOC 201 Introduction to Sociology	3	0	3

An analysis of the society and culture dealing with social organization, the family, control institutions, stratification and social change.
Prerequisite: None.

T-EDM 108 Introduction to Audiovisual Media	3	0	3

An introductory study of various audiovisual media applicable to the classroom and other instructional purposes. This includes the selection and application of materials, operation of equipment, and the production of basic visuals.

FIFTH QUARTER	Hours Per Week Class	Lab.	Quarter Hours Credit
T-GPA 208 Role of the Para-Professional in Industry	5	0	5
T-GPA 209 Practicum - Industry	0	18	2
T-ECO 108 Consumer Economics	3	0	3

Designed to help the student use his resources of time, energy, and money to get the most out of life. It gives the student an opportunity to build useful skills in buying, managing his finances, increasing his resources, to understand better the economy in which he lives.
Prerequisite: None.

T-GPA 210 Community Resources	3	0	3
T-REC 111 Introduction to Recreational Services	5	0	5

Introduces the basic fundamentals of the nature, scope, and significance of organized recreation services. It includes study of factors involved in the operation of basic recreation units, major program areas, organizational patterns, and the interrelationship of special agencies and institutions which serve the recreation need of society.

SIXTH QUARTER			
T-GPA 211 Role of the Para-Professional in Human Services	5	0	5
T-GPA 212 Practicum - Human Service Agencies	0	18	2
T-GPA 213 Educating the Minority Student	3	0	3
T GPA 214 Community Relations	3	0	3
Elective	3	0	3

FINDINGS AND RECOMMENDATIONS

The impact of career education upon counseling services had become very clear as the study neared completion. Every inquiry revealed the need for more emphasis upon career counseling and indicated that current programs are not really meeting the needs of the new students. The study has presented very justifiable cause for the development of a curriculum to prepare the career counselor-technician and the ad hoc committees are very optimistic about this innovative approach to career counseling. Following is a list of some significant findings:

1. If an acceptable and meaningful associate degree program for career counselors is to be established, it is imperative that an advisory committee be utilized. This committee should be broadly representative of the community including potential employers (e.g., schools, human services, agencies, industry), as well as educators (e.g. senior colleges, universities).
2. While there appears no essential, formalized selection criteria for the identification of potential students and their admission to the program, it is essential that they be "people oriented." Unfortunately, some counselors have mastered the theoretical and theoretical skills, but have

not captured the indepth spirit found in a genuine helping relationship with another, or as Rogers might state, they lack a sense of "unconditional positive regard." Assuming admissions criteria are used, they should be utilized to "screen people into" as opposed to "screening them out", capitalizing on such personal experiences as a diverse job history.

3. All sources were unanimous in their conviction that the faculty member should be practitioner. It is important that the faculty member be able to put his theoretical understanding to daily practice.

4. It is imperative that the curriculum provide for both horizontal and vertical career mobility. This can best be guaranteed by inclusion on the advisory committee of representatives from senior colleges and universities, as well as from related human services and educational occupations.

5. A program should not over-specialize an individual and thus limit horizontal mobility, rather a cluster or job-family of occupations should be employed. As a public service occupation, career counselors can be assigned to the family of educational service or human service. The job-family approach also permits utilization of the core curriculum concept.

6. To permit immediate employability upon graduation, it is necessary that the curriculum can sufficiently

specialize to meet the demands of the employer as to specific job entry skills as may be required. Unless careful, this can present a problem relative to transferability of credit.

7. The curriculum must be viewed as the total experience of the student at the college, including study, work, play, peer relations, life styles, etc.. Thus, the institutional environment is an essential ingredient.

8. An on-going group process and an involvement in the career itself should receive priority in program development. It is assumed that groups grow like people do; they can gain viable learning experiences throughout the training period. The field experience as practicum must be an essential dimension of the curriculum.

9. Diversification should be automatically built into the program. Besides college-sponsored settings for the practicum there is also public and private schools, elementary and secondary, as well as public agencies and business and industry.

10. Since there may be assumed to be different patterns of career development among people, there is needed people (career development technicians) who have an appreciation, if not at the theoretical level, then at the practical level through observation, about how people develop career-wise and make allowances for the variances. Further, it is possible for the career development technician to possess the techniques necessary to assist

persons in the career development.

11. No one curriculum model or program is satisfactory to meet varying needs of colleges implementing a career development program.

Recommendations

1. A proposed curriculum for the career counselor-technician is submitted as a trial model. It is so designed that flexibility is permitted at any point to accommodate the characteristics of different locales.
2. A pilot study should be implemented in New Orleans and at least two other locations in the region where all facilities are favorable to prepare the career counselor-technician in the community college.
3. Support funds for the pilot study should be sought from either or both federal agencies and private foundations.

Model Curriculum

Career Counselor Technician

First Year

First Semester	Credit Hours
General Psychology I	3
Introduction to the English Language	3
*Introduction to Guidance and Personnel Services	3
*Family, School and Community Health	3
Elective	3
Total	15

Second Semester	Credit Hours
General Psychology II	3
Introduction to English Literature	3
*Administration and Interpretation of Tests and Report Writing	3
*Occupational and Educational Information	3
Elective	3
Total	15

Second Year

First Semester	Credit Hours
Math or Science course	3
Social Science course	3
*Role of the Para - Professional in Education, Industry, and Human Services	3
*Interviewing Techniques and Skills	3
Practicum and Seminar - Obervation and Participation	4
Total	16

Second Semester	Credit Hours
Math or Science course	3
Social Science course	3
*Community Resources and Relations	3
*Counseling the Minority Group Member	3
Practicum and Seminar - Observation and Participation	4
Total	16

Total Required: 62

*Adapted from the proposed Guidance Personnel Associate Program of Spartanburg Junior College, Spartanburg, South Carolina, as written in the Career Counseling Technician Project Report presented by Dr. Cecil L. Groves and Dr. Edward A. Kennedy, Jr.

Course Descriptions of Specialized Required Courses in Model Curriculum*

*Introduction to Guidance and Personnel Services

This basic course introduces the fundamental concepts of career counseling for students as well as for those already employed. General principles of guidance and the developmental stages of career growth are surveyed. The role of the para-professional in career counseling is introduced.

*Family, School and Community Health (Course name and description from the Spartanburg Junior College proposed Guidance Personnel Associate Program)

A general course that includes discussion of family planning, sex education, child care, diet and nutrition, personal hygiene, common diseases and health service agencies.

*Administration and Interpretation of Tests and Report Writing

This course teaches the administration and interpretation of important intelligence, voctional, and personality tests. In addition, essentials of report writing will be covered. Practical application in administering a battery of tests and writing a full-length report will be required.

*Occupational and Educational Information

Educational and career opportunities will be explored in depth. Basic principles and methods of career counseling will be discussed, with emphasis on organizing counseling information so that the material is clear and the client can make his own career decision.

*Course names adapted from proposed Guidance Personnel Associate Program, Spartanburg Junior College, Spartanburg, South Carolina.

*Role of the Para-Professional in Education, Industry and Human Services

The para-professional's role in all levels of the educational system, in business and industry, and in social service agencies will be explored in depth. Techniques and skills for the para-professional will be introduced. Relationships between the para-professional, professional and client will be discussed.

*Interviewing Techniques and Skills

Specific interviewing techniques and skills useful for counselors will be taught and will be practiced by class members alternating between the roles of counselor and counselee. Practice sessions will be taped for class discussion.

*Community Resources and Relations

This course will describe utilization of community resources as referral sources for client's problems as well as for job placement. The counselor's relationship to the community is described. The role of the para-professional as a liaison to the community will be explored and topics such as organizing and planning groups will be covered.

*Counseling the Minority Group Member

Before successful counseling can occur, the counselor and client must be able to communicate with each other. Thus, this course will describe the language of various sub-cultures. Special problems and issues of concern to minority groups are covered in depth. Minority and majority group students will benefit from increased sensitivity to each other's concerns.

*Course names adapted from proposed Guidance Personnel Associate Program, Spartanburg Junior College, Spartanburg, South Carolina.

Practicum and Seminar - Observation and Participation

(4 Credit hours/semester, 8 contact hours/week)

Course work, as valuable and essential as it is, is most meaningful when combined with a field experience, or internship, in a counseling setting. Only under direct supervision from an experienced professional can a student put into practice what has been learned from books. His/her weaknesses can be spotted by the supervisor and the student can work to remedy these areas. Thus, it is an important objective of the proposed program to utilize varied facilities for a required field work experience, which will be an integral part of the training offered. Potential field placements include educational, industrial and social service institutions. Schools at all levels, elementary, secondary, junior college and senior college can benefit from the services of a Career Counseling Technician, whose expertise will supplement the current Career Education focus in the Schools. A Junior College with such a program itself will benefit from the internship program by utilizing Career Counseling Technician students in peer counseling relationships.

Students will work six hours a week during two semesters. Each agency that sponsors an internship will provide a liaison person to wirk with the Junior College counseling staff internship supervisor. Together they will arrange for appropriate observational experiences as well as direct the work to be done under supervision. Supervision is essential for the student to learn to apply the knowledge gained from course work. The internship supervisor will use rating scales to offer each student individualized suggestions for personal and professional growth and development. Each student will have the responsibility of filling out a weekly field work report on his activities.

The field work be arranged so that each student can gradually take on

more responsibility as competence develops. Students will progress from an aide role to a position of increased responsibility. An attempt will be made to place students in areas that work with a population of interest to the student workers, such as schools, businesses, or social services agencies.

In addition to the internship assignment, a weekly two hour seminar led by a faculty member will be held, so that students can discuss their observations and experiences, share their attitudes and ideas, and learn from each other.

Course Descriptions of General Education Required Courses in Model Curriculum

General Psychology I

General principles and theories of psychology, methodology, human growth and development, motivation, the emotional and adjustment process, learning, thinking and intelligence.

General Psychology II

A study of the development of the individual, how he perceives his world, conduct disorders, group relationships, attitudes, and interpersonal relationships.

Introduction to the English Language

This first semester freshman course offers a review of grammar with emphasis on usage, structure, research procedures, and composition of paragraphs, themes and papers.

Introduction to English Literature

The student is introduced to literature. Standard critical approaches are explained and examples of the various genres are examined. Critical appraisal is learned through research and the writing of papers.

Math and Science courses - two required from the following:

Mathematics

Geometry, algebra, or trigonometry.

Intoduction to Modern Biology

A general biology course with emphasis on principles of living things, both plant and animals, and of the relation of man to his environment.

Introduction to Physics

A lecture - demonstration course concerned primarily with the concepts and principles of matter and energy and their inter-relationship. Major topics covered are: force, motion, atomic theory of matter, properties of matter, heat, sound, light, electricity, magnetism and elementary nuclear physics.

Introduction to Chemistry

A lecture - demonstration course concerned primarily with understanding the principles of atoms, elements and compounds and their properties.

Social Science courses - two required from the following:

Sociology I and II

A survey of the discipline, its scope and methodology as applied to cultural analysis and the social structure. An introduction to statistical and empirical techniques is included.

Urban Sociology or Modern Social Problems

Sociological approach to study of urban society. Historic, modern, and comparative perspective with major emphasis demography, ecology, social and cultural organization, social relatioship, social change, and planning.

Other related courses offered at an institution may be added to the list of electives.

Course Descriptions of Electives in Model Curriculum

Electives - two required from the following:

Beginning Typing

For those who have had less than one year of typewriting in high school. A foundation for speed with accuracy. Basic training on position, touch operation, keyboard, skill-building drills, and problem typing of simple business letters, tabulation, and manuscripts. (Students should have a skill level of not less than 30 WPM to advance).

Intermediate Typing

Review of basic techniques with emphasis on speed with accuracy. Letter writing, addressing envelopes, tabulation, manuscripts, rough draft copy and office forms. (Students should have a skill level of not less than 35 WPM to advance).

Audio Visual Materials, Techniques and Equipment

Introduction to Audio Visual aids of various kinds as applied directly to library work. Instruction in care and maintenance of basic equipment. Production, care and circulation of transparencies, films, slides. Planning and execution of displays, exhibits, posters.

Library Reading Services for Adults

An introductory course in the selection, use, and evaluation of books for adult reading, both informational and recreational. An evaluation of the distinctions of books among the notable, the popular and the significant which meets the needs of the adult library user.

Other related courses offered at an institution may be added to the list of electives.

APPENDIX

COMMITTEES:

A. Planning Committee

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Fagan Scott
Humble Oil and Refining Company

W. G. Allee
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George Chachere
United States Post Office

Guy Daniel
Chevron Oil Company

Kenneth Evans
New Orleans Public Servic Inc.

Ron Gex
South Central Bell Telephone

Bob Hailes
Texaco Incorporated

Ross McStay
National Super Markets of
Louisiana, Inc.

Roy S. Reed
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D. Public Schools Counselors Committee

Mrs. Lolis E. Elie
Bell Junior High School

Theodore R. Reed
Cohen Senior High School

Counselors Committee Continued:

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Robert Alexander
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Joseph Bradford
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